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AUTHOR	Platt, Gail M.
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ABSTRACT

This document discusses the South Plains College Teaching and Learning Center (TLC), an academic support service that provides reading and learning development courses, collegiate instruction, peer tutoring, computer-aided instruction, independent-study opportunities, learning assessments, and workshops and seminars to students before they enroll at the college level. Statistics for the 2000-2001 academic year include: (1) 5,443 students were served by the TLC, compared with 4,715 in the previous year; (2) there were eight full-time employees and four part-time faculty members working for the TLC; (3) the areas of PC Lab, Freshman Orientation, Peer Tutoring, and Academic Counseling all saw an increase in the number of contacts provided to students; (4) overall, there was a 19% increase in enrollment in reading courses and a 17% increase in human development course enrollment from 1999 to 2000; (5) tutors provided 397 individual students with 2,268 tutoring sessions (an increase in both the numbers of students tutored and number of sessions provided); (6) the completion percentage for reading courses was 78%, compared with 76% in 1999 and 66% in 1998; and (7) total retention rates for students completing specific exit-level reading courses was 75%, compared with 73% the previous year. Course completion, retention, and grade distributions are all presented in tables. Operational strategies and items regarding sustaining excellence are listed. (CJW)

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ED 462 987

SOUTH PLAINS COLLEGE

The Start of the New Millennium

Teaching and Learning Center
ANNUAL REPORT

2000-2001

Submitted by

Dr. Gail M. Platt, Director
Teaching and Learning Center
South Plains College
September 12, 2001

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South Plains College
The Teaching and Learning Center
Annual Report 2000-2001

The Start of the New Millennium

I. Introduction

The Teaching and Learning Center is an academic support activity providing reading and learning strategies developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided-instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students of South Plains College.

Academic support services enhance all students' chances of success in collegiate courses and provide students with opportunities to improve specific skills before enrolling in college-level courses. The mission of the Teaching and Learning Center is *to assist students in developing the skills, strategies, and knowledge to perform as confident, independent and active learners, prepared for a lifetime of learning.* With its motto, *Working for you*, The Teaching and Learning Center typifies the South Plains College commitment to improving each student's life.

Since its inception in the fall of 1980, the purpose of The Teaching and Learning Center has been to provide assistance to those students who seek specialized services to ensure their success in college, services which exceed those traditionally available on college campuses. These services are consistent with the National Association of Developmental Education's definition of developmental education as "a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum." The NADE definition continues to state:

> Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies. (NADE, 1996)

With these goals in mind and based on the premise that successful academic support services and academic skills development require the following: a) a talented, versatile, competent, dedicated, qualified and dynamic faculty; b) students with varying demographic characteristics; c) adequate instructional support (including facilities, equipment, materials and supplies, and administration); and d) administrative support, The Teaching and Learning Center has consistently demonstrated its commitment to evaluate programs and services and to document effectiveness. Such commitment is validated by an independent study of Texas Higher Education Coordinating Board data based on the 1989 TASP-required cohort which found The Teaching and Learning Center's reading program to be ranked number one in the state in terms of helping students to pass the TASP Test and to continue in college. Moreover, each year the Director of The Teaching and Learning Center submits the Annual Report to the ERIC Clearinghouse for Community Colleges to become part of that database.

As a hybrid on the college campus, The Teaching and Learning Center stretches the normal boundaries between academic units and student services. Formal classes with lecture and lab

components are taught by fully credentialed faculty following Southern Association of Colleges and Schools and Texas Higher Education Coordinating Board guidelines for academic departments; furthermore, other services such as tutoring, workshops and seminars, and so forth are provided in a fashion similar to the operation of standard student services with a focus on meeting the needs of individual students on a one-to-one or less formal basis.

II. Summary Review of Activities

Major changes were in store for the Learning Center in fall 2000-spring 2001, including:

- Name change from The Learning Center to The Teaching and Learning Center – including the added responsibilities for professional development activities for all college employees;
- Addition of Title III programs to The Teaching and Learning Center;
- Involvement of The Teaching and Learning Center in the writing, procurement and administration of grants;
- The consolidation of the Reese Center reading faculty (formerly Lubbock campus faculty) with the Levelland reading faculty.

To summarize, 5,443 students (unduplicated count) were served by The Teaching and Learning Center in the fall 2000 compared to 4,715 students in fall 1999. Of these fall 2000 students, 48 percent were academic-transfer majors (compared to 57 percent in 1999), 43 percent were technical majors (compared to 36 percent in 1999), and 9 percent were undecided or undeclared majors or nonstudents (compared to only 7 percent in 1998). Over 47,424 contacts were recorded in the areas of tutoring, independent-study lab, computer lab, courses, workshops and seminars, individual counseling and academic advisement, and outreach services to potential students. There was a significant increase in the number of individual counseling and academic advisement services provided, increasing from 285 in 1999-2000 to 714 in 2000-2000 (increasing almost 2.5 times over the year before).

This translates into a significant increase in working load for the Director of the Teaching and Learning Center who sees a substantial number of these students in her office, along with her expanded responsibilities with the professional development services provided through the Teaching and Title III component of the Teaching and Learning Center and the increased responsibilities with TIF grants and other grant-writing projects. Indeed, there has been an increase in workload for everyone in the center with all faculty teaching overloads. The growth of the reading program at the Reese Center resulted in the hiring of an additional full-time reading instructor (Linda Miller). **To date, there are eight full-time employees (including one classified employee) and four part-time faculty working for the Teaching and Learning Center.**

Effective as of January 2001, over 27,109 student contacts were recorded by The Teaching and Learning Center for the fall 2000 semester for 5,443 students. Services were provided to 1,120 students through the freshman orientation program; peer tutoring was provided to 397 students. The PC Lab provided 2,469 students with 21,010 contacts while 466 students accounted for more than 982 office visits for professional tutoring and/or academic counseling. Outreach services were provided to 264 prospective students in 1,101 contacts. **Every area**, with the exception of outreach, **saw an increase.**

The data on Table 1 show a significant increase in reading enrollment and human development course enrollments in the fall 2000, nearing the all-time high of 358 in fall 1998. In fact, there was an increase in enrollment in all of the course-based reading options (READ 0310, 0320,

and 0360); the decrease in the noncourse-based options (READ 0000, 0100) are interpreted as positive trends since there is a very low success rate associated with both of the noncourse options. **Overall, there was a 19 percent increase in reading enrollments and a 17 percent increase in human development course enrollments.**

Table 1: Course Enrollments (Fall 1996, 1997, 1998, and 1999)

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
READ 0000	14	26	13	8	1
READ 0100[1]			29	21	7
READ 0300	14	1	0	0	0
READ 0310	67	68	99	80	95
READ 0320	65	83	150	121	160
READ 0360	40	19	44	39	57
SUBTOTAL (for READING)	**245**	**245**	**358**	**269**	**320**
HUDV 1300	88	80	72	69	81
TOTAL	**333**	**325**	**430**	**338**	**401**

In the fall 2000, curriculum changes were submitted to the Curriculum Committee by The Teaching and Learning Center to consolidate and make uniform the reading offerings at both Levelland and Reese. Moreover, faculty in The Teaching and Learning Center continuously evaluate curriculum, developing programs and implementing strategies to meet the needs of learners. In the spring 2001, Ms. Solomon developed an offering of READ 0100 for the Internet to meet the needs of distance learners.

In addition, Dr. Gail Platt, the Director of The Teaching and Learning Center, provided four hours of study skills training each semester to students in the Associate Degree Nursing Program (both ADN 181 and 154) in addition to making 4-hour presentations each to three sections of anatomy and physiology. The instructor for anatomy and physiology reported that student performance on the first quiz was up by an average of 30 points which she attributed to the increased focus on study skills and attitudes during the first week of class. Dr. Platt also made presentations to business math classes (two sections) in both the fall and spring semesters and two one-hour presentations to students in ADN 230 in both semesters. Dr. Platt also spoke at freshman orientation to all new students about The Teaching and Learning Center and college success and was an invited guest speaker to an orientation class each semester.

Moreover, The Teaching and Learning Center offered peer tutoring in most subjects offered at the college, with tutors referred by departmental faculty. The Teaching and Learning Center is also a

[1] This was a new offering in the fall 1998.

College Reading and Learning Association Level I National Certification Training Program. In the 2000-2001 academic year, 7 tutors completed the training requirements to receive national certification. **In the fall 2000, tutors provided 397 individual students with 2,268 direct tutoring sessions. The data support an increase in both number of students being tutored (an increase of 87 students or 28 percent) and increase in the number of sessions provided (442 session or 24 percent) compared to the fall 1999.**

III. Progress Achieved on Operational Strategies (Accomplishments)

Students

Table 2.1 shows the outcomes for students enrolled in reading courses in the fall 2000.

Table 2.1: Reading Outcomes, Fall 2000
Exit-Level Reading Courses

Course	Enrolled	Completed Course[2]	Percentage Completing Course(s)
READ 0000	2	1	50%
READ 0100	6	4	67%
READ 0320	156	124	79%
READ 0360	60	46	77%
TOTAL	**317**	**175**	**78%**

Table 2.2 Fall 1998 to Fall 2000 Comparisons

Course	1998	1999	2000
READ 0000	13	8	2
	11	3	1
	(85%)	(38%)	(50%)
READ 0100	26	11	6
	10	10	4
	(73%)	(91%)	(67%)
READ 0320	152	121	156
	104	89	124
	(68%)	(74%)	(79%)
READ 0360	43	39	60
	32	34	46
	(77%)	(87%)	(77%)
TOTAL	**357**	**179**	**317**
	237	**136**	**175**
	(66%)	**(76%)**	**(78%)**

[2] Grades A – F indicate course completion.

Table 2.2 above shows a comparison of course completion rates across three fall semesters, from fall 1998 to fall 200. These data show that steady improvement in exit-level reading course completion rates has been the rule for the courses taught in the SPC Teaching and Learning Center.

Table 3.1 illustrates the retention performance of students who have successfully completed developmental reading by the designated course completed, taught in The Teaching and Learning Center in the fall 2000.

Table 3.1: Retention Rates for Students Completing Specific Exit-Level Reading Courses, Fall 2000 to Spring 2001

Course	Complete Course[3]	Enrolled in Spring 2001	Percentage enrolled
READ 0000.01	7	4	58%
READ 0100.01	3	2	67%
READ 0100.02	7	6	86%
READ 0100.03[4]	9	6	67%
READ 0320.01	14	12	86%
READ 0320.02	11	10	91%
READ 0320.03	20	13	65%
READ 0320.04	15	13	87%
READ 0320.05	12	8	67%
READ 0320.06	11	7	64%
READ 0320.07	18	13	72%
READ 0360.01	11	7	64%
READ 0360.02	8	5	63%
READ 0360.03	19	15	79%
TOTAL	**165**	**121**	**73%**[5]

[3] Grades A – F indicate course completion.

[4] This section was offered for students in TASP-required certificate programs and included students with wide range of reading abilities; specifically, this section was not an exit-level course.

[5] Nine of those who enrolled in the spring 2000 had completed but failed the reading course; when this number is taken into consideration 78% of the students who successfully completed (passed) the reading course enrolled in the spring 2000 semester.

Table 3.2 shows a comparison of the data from Fall 1999 to the Fall 2000 semester.

Table 3.2: Comparison Retention Rates for Students[6] Completing Specific Exit-Level Reading Courses, Fall1999 and Fall 2000

Course	Fall 1999 Complete Course[7]	Enrolled in Spring 2000	Fall 2000 Complete Course	Enrolled in Spring 2001
READ 0000.01	7	4 (58%)	1	1 (100%)
READ 0100.01	3	2 (67%)	5	4 (80%)
READ 0100.02	7	6 (86%)	1	1 (100%)
READ 0100.03[8]	9	6 (67%)	0	0
READ 0320.01	14	12 (86%)	20	18 (90%)
READ 0320.02	11	10 (91%)	25	17 (68%)
READ 0320.03	20	13 (65%)	20	8 (40%)
READ 0320.04	15	13 (87%)	23	20 (87%)
READ 0320.05	12	8 (67%)	22	19 (86%)
READ 0320.06	11	7 (64%)	16	11 (69%)
READ 0320.07	18	13 (72%)	18	14 (78%)
READ 0360.01	11	7 (64%)	16	11 (69%)
READ 0360.02	8	5 (63%)	21	17 (81%)
READ 0360.03	19	15 (79%)	18	14 (78%)
TOTAL	**165**	**121 (73%)**	**206**	**155(75%)**

[6] Number of students based on final course grade rolls.
[7] Grades A – F indicate course completion.
[8] This section was offered for students in TASP-required certificate programs and included students with wide range of reading abilities; specifically, this section was not an exit-level course.

Table 3.3: Retention Rates for Students[9] Successfully Completing Reading Course Fall 1999 and Enrolling Spring 2000 compared to Fall 2000 and Spring 2001

	Reading 0000	Reading 0100	Reading 0310	Reading 0320	Reading 0360	Total
Fall 1999 Number of students successfully completing remediation	4	18	45	103	34	204
Number (Percentage) of students retained from fall to spring 2000	3 (75%)	15 (83%)	37 (82%)	81 (79%)	25 (73%)	161 (79%)
Fall 2000 Number of students successfully completing remediation	1	2	56	101	41	201
Number (Percentage) of students retained from fall to spring 2001	1 (100%)	2 (100%)	52 (93%)	89 (88%)	36 (88%)	180 (90%)

Table 3.2 shows that students who completed a reading course (with completion including the grades of D and F) were retained at a rate of 75 percent from fall 2000 to spring 2001. Table 3.3 shows that students who satisfactorily completed a reading course (earning the grades of A, B, and/or C) were retained at a rate substantially higher (90 percent). These data show that reading performance exceeds that which was specified by the institutional strategic report in 1996-2001 (given a success and retention rate of 50 percent for remedial students). These data further indicate that the reading curriculum is effective, both in terms of retention and improved student performance. These data also are comparable to the results of data analysis in the 1998-99 Annual Report showing an overall 81percent fall to spring retention rate for students successfully completing reading courses. It is, however, unlikely, that success rates can continue to improve. With a rate of 90 percent retention for students who successfully complete reading courses, a ceiling level of performance is probably set.

Finally, the success of students enrolled in reading courses has traditionally been evaluated in terms of whether or not the students who have completed remediation or skills development and who subsequently attempt the TASP Test pass the Reading Test. Table 4 on the following page shows the TASP success rate for those students who enrolled in developmental reading in the fall 1999.

[9] Number of students based on final course grade rolls. Satisfactory completion includes grades of A, B and C.

Table 4: TASP Performance for Students Enrolled in Developmental Reading, Fall 1999

Course	Enrolled	Passed Course[10]	Attempted TASP 11/99 or after	Passed TASP	Eligible for B-out option[11]	Mean TASP Score (passing)[12]	Mean TASP Score (failing)
READ 0000	8	3	2	2	0	251	NA
READ 0100	11	10	4	3	5	239	174
READ 0320	121	89	34	22	35	244	202
READ 0360	39	34	15	8	14	250	212
TOTAL	**179**	**136 (76%)**	**55 (31%)**	**35 (64%)**	**54 (30%)**	**245**	**212**

The data presented on Table 4 are comparable to the fall 1999 showing a 64 percent overall successful passage rate on the TASP Test for students who successfully completed an exit-level reading course and subsequently attempted the TASP Test. (In 1998, the percentage was 68). It should be noted that these data were collected in January-February 2001 and do not include those students who attempted the TASP Reading Test after January 2001. Also, in comparison to the fall 1998 data, the 1999 data show a higher passing rate for students enrolled in exit-level reading courses (76% in 1999 compared to 66% in 1998) and a significantly lower percentage attempting the TASP Reading Test (31% in 1999 compared to 49% in 1998). It appears that the overall statistics for The Teaching and Learning Center would be improved if more of the students who successfully completed an exit-level reading course would subsequently attempt the TASP Reading Test. The B-out option may have impacted these numbers. Data on the outcomes of those students seeking the B-out option to satisfy TASP Reading requirements in the spring 2000 are not available at the time of this report.

Faculty

Faculty incorporated new technologies into the curriculum, adding Internet assignments and projects and utilizing PowerPoint presentations in the classroom. Twenty-two new computer terminals (two with large-screen monitors for students with vision impairments) were added to the second floor PC Lab and classroom. The classroom, now with 40 stations, was also equipped with a linking instructional system to grant the instructor control of the student stations for either a 40-unit group or two 2-unit groups. Faculty posted course syllabi and outlines on The Teaching and Learning Center website (www.spc.cc.tx.us/learning_center) with additional resources for students. All classes capitalized on the resources made available for instruction through the Internet.

[10] Indicating those who earned grades A – D in the course.
[11] Earning an A or a B in the course.
[12] Score of 230 or higher is required to pass the TASP Reading Test.

The reading faculty in The Teaching and Learning Center are experienced teachers with tenure, with the exception of the newly hired Linda Miller who started her first semester of full-time teaching with SPC this fall 2001. They select from a myriad of activities to challenge learners and engage them in the learning process. By attending professional meetings and conferences, reading widely in their fields, and staying abreast of instructional innovations, the faculty in The Teaching and Learning Center are continuously revising and adapting materials and instruction to meet the needs of individual learners.

Instruction in learning strategies is developed to correspond to TASP reading skills, the collegiate curriculum and the academic standards of South Plains College. Students receive a syllabus and policy statement on the first or second class meeting, describing course content, specifying learning outcomes, and explaining class format and requirements. Teachers use spreadsheets and computer grade books to provide students with progress reports on a weekly or bi-weekly basis. Whenever a student has a question, he or she is encouraged to visit the professor during office hours to get assistance and/or information.

Instruction is evaluated on the basis of several measures, including a variety of classroom assessment tools and techniques to evaluate teaching effectiveness. Faculty explore student responses to instruction in an effort to continually improve the educational process and their own teaching methodologies.

Physical Facilities

The Director of the Teaching and Learning Center, the faculty and students assess facilities and equipment. Although the faculty and staff in the Teaching and Learning Center started fall 2000 in newly renovated facilities, there were several problems. First, adequate space was not allocated. Before the end of the fall semester, all available space had been utilized. There were problems in coordinating all the needs of all the faculty teaching on the third floor of the library building and major problems when the first rains came and the roof started leaking.

Apart from space limitations and previously noted difficulties, the faculty are pleased with the availability of technology, in particular, in Ms. Shamburger's smart classroom. Faculty have been very pleased with on-line services in their offices to assist with student advisement, student and professional use of the Internet, and e-mail.

Intra-institutional Relationships

The South Plains College library and The Teaching and Learning Center have a long-established tradition of mutual interest and support. The library is most responsive to requests for the procurement of special materials for professional development and student development and enrichment. With the added resources of technology such as the Internet, The Teaching and Learning Center relishes opportunities for further interaction and cooperation with the staff of the library.

Relationships with those in the business office and those in charge of federal funds are cordial and efficient. Requests for information are quickly and efficiently met and the implementation of an online purchasing system has greatly increased office efficiency.

Marla Barbee has served as a special advisor/sponsor for SPC Athletics and Ms. Barbee and Dr. Platt both served as workshop mentors for the Athletic Department. Ms. Shamburger is very active with the Catholic Student Organization. Ms. Barbee, Ms. Shamburger and Ms. Solomon frequently eat lunch with faculty in other departments, and they both have invited instructors from other departments to speak to students in the College Success Course. Ms. Marsh serves as a Senator and vice-president to the SPC Faculty Senate.

Administrative support is most appreciated. The Teaching and Learning Center also enjoys a rich history of intricate workings with the Counseling Center and the Dean of Student Services Office. Dr. Platt is a regular speaker at Freshman Orientation. The relocation of the Counseling Dept. to the new student services building has been a loss, but it is hoped that this strong relationship will in no wise be jeopardized. Faculty in The Teaching and Learning Center are most appreciative of the support of the Vice-President of Student Services and the personnel in that office who are supportive of academic activities and services for students. The Teaching and Learning Center also enjoys strong and supportive relationships with the Dean of Arts and Sciences and the Vice-President of Academic Affairs and their respective offices.

External Relationships

Since the premise upon which The Teaching and Learning Center was established is that all students can benefit from academic support services, The Teaching and Learning Center does not recruit particular students, but, rather, publicizes its services and activities to all students recruited to the campus by particular departments and programs. Services are publicized through freshman orientation programs, brochures, flyers and posters describing services available, divisional meetings, activities of the Student Assistance Center Advisory Committee, interactions with student groups and clubs, the SPC College Catalog and interactions with community organizations.

The Director of The Teaching and Learning Center and the faculty are routinely contacted by area businesses and organizations to develop and provide training programs and presentations. Often, the faculty in The Teaching and Learning Center are contacted by the Dean of Continuing Education to respond to a business or community need.

IV. Results of Departmental Measures

Student Evaluation of Faculty

All of the faculty in the Teaching and Learning Center (with the exception of the newly hired Linda Miller) are tenured. Since faculty with tenure are not required to undergo evaluation yearly, in fall 2000, none of the faculty teaching in the center were evaluated. All faculty will be evaluated in the fall 2001. Table 5 below shows the results of student evaluation in the fall 1999.

Table 5: Course/Faculty Evaluations Fall 1999

Question Number	Learning Center Rating	SPC Overall Rating (FT)
1 Explains format of class	4.3	4.7
2 Prepared for class	4.5	4.7
3 Knows subject matter	4.4	4.8
4 Explains subject	4.1	4.4
5 Exams reflect subject matter	4.4	4.5
6 Exams graded fairly	4.4	4.7
7 Accessible	4.5	4.6
8Willing to help	4.5	4.7
9 Overall	4.3	4.5
Mean Rating		**4.6**
10 Uses textbook	4.3	
11Textbook is necessary	4.3	
Mean Items 1-11	**4.4**	

Instructors in the Learning Center also use a variety of classroom assessment tools and techniques to evaluate teaching effectiveness. Faculty explore student responses to instruction in an effort to continually improve the educational process and their own teaching methodologies.

Class Load and Overloads

The average class size in the reading program is 16 students. The table below illustrates overload hours and costs for fall 2000 and fall 2001. By absorbing what once was the Lubbock reading program and offering a reading course in Plainview, the cost for reading overloads increased by 53 percent. Examining the Levelland campus alone, the overload hours decreased from 13 to 11 and cost decreased from $6,590 to $5,500 in fall 2001.

Table 6: Overload Hours and Costs

Fall 2000		Fall 2001[13]	
SCH	Costs	SCH	Costs
16	$7,862	23.5	$12,047

Student Success

Data reported on Tables 2.1 – 3.3 in this report show the success of students completing remediation. In fall 2000, 78 percent of the students who attempted exit-level reading remediation completed the course. Sixty-three percent of all students enrolled in reading successfully completed reading remediation with the grade of A, B, or C.

Data from the fall 2000, for all reading courses taught at all locations is shown on Table 7 on the next page.

[13] Fall 2001 was the first semester for the Reese operation to be combined with the Levelland program. Also, for the first time in fall 2001, a reading course was offered at Plainview through Continuing Education.

Table 7: Course Completion, Retention for All Reading Courses, Fall 2000 HUDV 1300, Fall 2000

Course	Completion (percentage)	Retention (percentage)
READ 0000	87.5	87.5
READ 0100	66.7	100.0
READ 0310	64.5	94.6
READ 0320	79.2	90.8
READ 0330	100.0	100.0
READ 0340	67.7	80.0
READ 0350	74.1	85.7
READ 0360	72.7	86.4
READ 1314	85.7	85.7
TOTAL for READING	**73.8**	**88.7**
HUDV 1300	64.2	90.1

These system-wide data are comparable to the Levelland campus reading data reported on Tables 2.1 – 3.3. These reading data are also comparable to or superior to the SPC entire course inventory data (75.9 percent and 84 percent, respectively).

Table 8 below shows the grade distribution for these courses. The data indicate that most students earn B's and C's in developmental reading courses with 6.5 percent being withdrawn administratively (Xs) and 4 percent withdrawing with Ws. These both seem to be relatively low withdrawal percentages for SPC courses. Almost 15 percent of the students enrolled in Reading failed with highest failure rates occurring in Reading 0310. Almost 26 percent of the students enrolled in HUDV 1300 failed; although that rate is extremely high, most of the students enrolled in the course are on academic probation or required to take the course as a condition of enrollment (after being on academic suspension).

Table 8: Grade Distributions for All Reading Courses and HUDV1300, Fall 2000

Course	As	Bs	Cs	Ds	Fs	Is	Ws	Xs	Total
READ 0000	7	0	0	0	0		1	0	8
READ 0100	1	1	0	2	2		0	0	6
READ 0310	5	24	27	4	28		5	0	93
READ 0320	26	56	33	22	20		8	7	173
READ 0330	3	1	4	0	0		0	0	8
READ 0340	4	14	17	9	8		2	11	65
READ 0350	27	19	21	16	13		2	14	112
READ 0360	12	21	10	5	9	1	5	3	66
READ 1314	1	4	0	1	0		1	0	7
TOTAL for READING	**86**	**140**	**112**	**59**	**80**	**1**	**24**	**35**	**538**
HUDV 1300	13	20	13	6	21	0	6	2	81

Faculty Credentials

All faculty employed by the Teaching and Learning Center possess the credentials required by the Southern Association of Colleges and Schools to teach reading. All full-time faculty on tenure-track exceed the expectations of SACS by possessing the master's degree with 18 or more graduate SCH in a content-area.

V. Operational Strategies Targeted for Implementation

Challenges anticipated for the upcoming year include:

- Adequate resources to deal with increasing student loads and accompanying demands on services;
- Coordination of academic support services through the Teaching and Learning Center with those provided through the new TRIO SSS program and those provided to at-risk students through Title III funding;
- Integration of institutional professional development programs with those provided through Title III and TIF funding;
- Staying abreast of technological advances (including online testing – such as Question Mark, online instruction – such as WebCT, and streaming media);
- Ensuring that services at Levelland and Reese are comparable in terms of quality and convenience;
- Involvement in grant activities;
- Sustaining traditional academic support services (such as tutoring, workshops for students);
- Converting traditional academic support services into more user-friendly modes of support (online tutoring, web resources and so forth.);
- Planning for the new Teaching and Learning Center to begin construction/renovation in fall 2002.

Assessment of components within the purview of The Teaching and Learning Center has identified some significant issues for t he Learning Center in regard to instruction. These include (1) the proper placement of students into developmental courses on the basis of TASP scores; (2) the proper placement of students into developmental courses on the basis of alternative test scores (MAPS); (3) monitoring the success of students attempting to earn a B or better in psychology, government or history courses in lieu of passing the TASP Reading Test; (4) the appropriateness of TASP Test standards to ensure readiness for college-level instruction; and (5) the importance of administrative support for assessment, placement, advisement, and remediation effectiveness. These items (except for item 3) can be addressed through the cooperative and informed efforts of faculty, advisors, administrators, and students.

Ms. Solomon has announced her intention to retire within the next three years. In light of the unparalleled enrollment growth experienced by South Plains College in fall 2001, the need to hire additional reading faculty will become apparent.

VI. Sustaining Excellence

As a result of action mandated by the 76th Texas Legislature, the Texas Higher Education Coordinating Board (THECB) implemented a developmental education pilot program for performance-based funding. South Plains College, along with seven other Texas community colleges, was selected

to participate in the program. Based on a rather elaborate point system for demonstrating student success in passing the TASP Test[14] and/or improving TASP Test scores, South Plains College was awarded the largest cash amount based on the success of its developmental programs for the second consecutive year in 2000-2001.

Faculty in The Teaching and Learning Center are assessed by (a) exceeding the SACS criteria and possessing identified skills and competencies at the time of employment; (b) providing documentation of professional development activities; and (3) student evaluations (both formal and informal assessments. All professional employees in The Teaching and Learning Center possess Master's degrees and teaching credentials to satisfy Southern Association of Colleges and Schools criteria for teaching college-transfer courses.

As in the 1999-2000 academic year, The Teaching and Learning Center faculty continued their involvement in First Week activities. In the fall 2001, the Director of the Teaching and Learning Center conducted a session at New Employee Orientation, showing a PowerPoint presentation on services, the TASP Test, and information for successful advisement; a booklet with helpful information was distributed to all new employees at the session and books were made available to part-time and adjunct faculty for later sessions. In January 2001, The Teaching and Learning Center was a key partner in the special technology workshops sponsored by Title III and featuring Lucy MacDonald of Chemeketa Community College. Again in the fall 2001, the Teaching and Learning Center was instrumental in arranging the GIFTs session for professional development, featuring the Multicultural Office, The Title III Office, and the eight faculty participants in the summer faculty development training program on diversity and technology sponsored by Title III.

As a result of her participation in the Title III training program, Ms. Shamburger has a smart classroom, equipped with computer, LCD projector, CPS system, and video player. Her classroom lends itself to a variety of state-of-the-art presentations and instruction and is fully utilized by Ms. Shamburger. In general, faculty in The Teaching and Learning Center are involved in a wide-range of professional activities. In addition to their regular teaching load, they are open to new teaching experiences and professional development opportunities. Faculty are most eager to participate in Distance Learning ventures and providing students with instruction on using the Internet as they improve their own skills and increase their own comfort levels with new technologies.

The Teaching and Learning Center faculty also assume considerable responsibility for their own professional development by attending conferences and the professional development of colleagues by presenting at conferences and preparing activities for SPC faculty. Dr. Platt was a presenter at the CASP Conference in San Antonio in October 2000 as was Ms. Anne Solomon. Ms. Solomon and Ms. Shamburger both presented at the TCCTA Annual Convention in Dallas in March 2001 and Dr. Platt also presented at the CRLA National Conference in Reno, Nevada in November 2000. Moreover, at their own expense, Ms. Barbee and Ms. Shamburger attended the CRLA Conference. Dr. Platt served as vice-president of the Texas Community College Teachers Association in 2000-2001 and both Ms. Solomon and Ms. Barbee were on TCCTA Committees.

Ms. Barbee also provided a service to the community college service region by inviting a number of local experts to speak to her HUDV classes and making the sessions open to the public. For example, she hosted Governor Preston Smith (former governor of Texas), Helene Shriver (a holocaust survivor), speakers from the Rape Crisis Center and the Department of Public Safety, among others. Area public school teachers brought classes as well as professors at the college.

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[14] Earning a B or better in a THECB designated B-out course was awarded points and treated the same as passing the TASP Test.

All professionals in The Teaching and Learning Center are active in professional educational organizations, representing the college at professional conferences and meetings. The Director of The Teaching and Learning Center also serves as the campus representative for the Texas Community College Teachers Association and, as previously noted, was elected Vice-President of the Association at its 2000 Convention. Ms. Solomon and Dr. Platt are active with the Texas Tech University Women's Studies Council. Ms. Shamburger is active as a speaker and teacher for church groups, and Ms. Barbee is active in the Levelland Rotary Club. All of these activities help build goodwill and establish visibility for The Teaching and Learning Center in the community.

A "best practices" report for developmental education, required by the 75th Texas Legislature and commissioned by the THECB, found that the most successful programs are characterized by an institutional commitment to developmental education, a strong commitment to professional development for instructors and a high level of coordination between courses and services for students. In addition, the report found that most successful programs include regular, systematic evaluation of program outcomes; consistency among course content, TASP skills and college standards; frequent testing; and full-time developmental education faculty. The Teaching and Learning Center is a good example of these practices put into effect and benefits from the institutional commitment to developmental education at South Plains College.

VII. Critical Items

Increased responsibilities assigned to The Teaching and Learning Center will have corresponding budget implications. Combining Reese/Levelland operations and expanding services will require more funds for technology, training and student services.

Specifically, the Teaching and Learning Center needs to acquire **staff** to fulfill the need for instructional design and technical assistance for faculty using the Title III Faculty Development Center and participating in TIF training projects. **One instructional design professional** and **one technical expert with experience in ITV and Internet instruction** should be added to the staff of the Teaching and Learning Center.

Options for online tutoring should be explored as well as other sources of technological support for student success. Companies providing online tutorial support have been contacted and SPC should prepare to provide these services to students in the near future.

In addition, the basic skills program at the Reese Center would benefit from a basic skills lab. Either a present lab should be identified and delegated hours of operation to support students in the acquisition of basic skills or a new lab should be added.

Although there is a need to add two "smart" classrooms to the third floor of the library building to support reading instruction, perhaps at this point the more feasible approach is to delay the acquisition of this equipment until the new facilities for the Teaching and Learning Center are available. In anticipation of the new facilities, a focus group and perhaps an extent consultant team can be used to identify future direction and user needs.

Attachment 1
The Teaching and Learning Center
2000-2001

1. **Summary**: In fall 2000, 398 students were enrolled in courses taught in the Teaching and Learning Center (an increase of 18% over fall 1999). The PC Lab saw 2,469 students for a total of 21,010 visits in fall 2000 (up 33 students and 275 visits from fall 1999). The number of students seeking study skills counseling (individual sessions) more than doubled with 466 students over the 213 served in fall 1999. Including all student activities provided by The Teaching and Learning Center, over 5,443 students were served with more than 27,109 contacts (an increase of 15 percent in students served from fall 1999).
2. **Operational Strategies**: Services were expanded to include professional development activities for all SPC employees, supervision of Title III activities and the office of grants. Faculty from the reading program in Lubbock were made a part of The Teaching and Learning Center faculty. Staff supervision responsibilities doubled, equipment purchases (including Title III) increased 11-fold, the reading curriculum was consolidated (for all SPC locations) and a Faculty Development Center was created in LIB 314. LIB 313 became a "smart classroom" due to technological enhancements made possible through Glenda Shamburger's participation in the Title III Faculty Development Summer Program. A series of technology workshops were offered in January and professional development activities will be continuing throughout the spring semester. SPC partnered with six other community colleges to pursue a TIF grant and submitted a proposal for a FIPSE grant. All of these activities contribute to the institutional strategic plan for SPC.
3. **Departmental Measures**: The passing rate for exit-level reading courses was 78%, up from 76% in fall 1999. Of those students who successfully completed reading remediation and attempted the TASP Reading Test, 63 percent successfully passed the test (comparable to the 64 percent in fall 1999). Data about the success of the B-out option (which impacts the number of students re-taking the TASP Test) are not available. Retention and college-level success data are not yet available for the spring 2001 semester.
4. **Next Year's Strategies**: The following needs are projected for the 2001-2002 academic year: a) an increase in full-time reading faculty (to accommodate Lubbock students moving to Reese and the TTU partnership); b) equipment acquisition at Reese to provide comparable access to reading skills development currently provided at the Levelland campus; c) revision of Title III goals to allow accomplishment of objectives; d) assessment of the grant development process to ensure that SPC has adequate staff to pursue external funding sources; and e) planning for the new Teaching and Learning Technology Center.
5. **Sustaining Excellence**: The Center maintains CRLA Accreditation for its Tutor Training Program, and is prepared to earn Level III certification for developmental programs through NADE. Individual faculty were acknowledged in numerous ways for their outstanding achievements. Ms. Shamburger, Ms. Solomon and Dr. Platt were all asked to make presentations at state and national conferences and Dr. Platt was asked by a state organization and a national organization to take on leadership roles.
6. **Critical Factors**:
   Expansion of reading course sections to meet the student demand
   Inclusion of the Reese Center in the computerized reading program which is an essential part of the curriculum at the Levelland campus
   Merging of the Lubbock and Levelland operations into a single SPC Reading Program
   Space/service needs: the new Teaching and Learning Technology Center

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